

POLICY ON THE RECOGNITION OF PRIOR LEARNING (RPL)

OPEN TRAINING COLLEGE

1. Definition of Recognition of Prior Learning (RPL):

“Prior learning that is given a value, by having it affirmed, acknowledged, assessed or certified.” (NQAI). This policy includes the use of the term Recognition of Prior Experiential Learning (RPEL) as being included in the general term ‘RPL’.

2. Policy Statement

The recognition of prior learning (RPL) and the recognition of prior experiential learning (RPEL) is an inherent part of OTC’s policy in relation to access or opportunity. RPL/RPEL supports and facilitates access to OTC by recognising and valuing the life, formal learning and workplace experiences of learners and will recognise knowledge or experience previously gained in these contexts. The OTC RPL/RPEL policy is fair, transparent and consistently applied.

3. Policy Purpose

The policy is designed to enable individuals to build on prior learning to achieve additional qualifications including Major, Minor, Supplemental, Professional and Special Purpose awards.

4. Scope

This policy applies to all OTC applicants seeking to use prior learning to gain:

- admission to courses where a person may not have attained the standard entry requirements;
- exemptions from course components which duplicate the learning an individual has already acquired;
- credit towards a qualification; and
- a qualification solely on the basis of prior learning.

5. Policy Process

RPL process allows awarding credits for knowledge acquired from external study or experience that is equivalent to the learning outcomes of OTC programmes. Sources of this validation may include testing, other training programmes and a prior learning portfolio. This policy focuses primarily on evidence of prior learning through:

- i. demonstration of achievement of appropriate learning outcomes and /or
- ii. demonstration of achievement of an appropriate level of prior qualification(s).

Where candidates are non-native English language speakers, certified demonstrable achievement in a Standard English Language Competency Test will be required, which is a College requirement. Applicants can gain entry to the First Year of the programme; credits towards/exemptions from course components which duplicate the learning an individual has already acquired and match the learning outcomes required; or accelerated entry to all stages through RPEL and/or RPL.

6. Roles and Responsibilities

The College Director has ultimate executive responsibility for the effective development and implementation of academic policies. The Manager of Academic Affairs has overall delegated responsibility for coordinating the day to day operation of the policies and the development, maintenance and monitoring of supporting procedures. Course Directors and Tutors are responsible for pursuing the implementation of these policies in relation to the activities of their programmes.

7. Related Documentation

Student Guidelines on RPL/RPEL (Student Handbook/Website)

Application for RPL/RPEL; developing an RPEL portfolio of evidence

Bridging assignments

Guidelines on credits

Standard English Language Competency Test will be required, if appropriate

8. Contact

- Admissions: Corporate Services Manager
- Manager of Academic Affairs
- Relevant Course Director

Policy Title:		Recognition of Prior Learning Policy
OTC Policy No		1804
Version		1.1
Date approved: March 2019	Date policy will take effect: April 2019	Date of Next Review: 2021
Approving Authority:		Academic Council
Document Owner/Contact:		The Manager of Academic Affairs
Supporting documents, procedures & forms of this policy:		Procedure for RPL/RPEL Access, Transfer & Progression (ATP)
Audience:		Public access
Reference(s)		<ul style="list-style-type: none"> ▪ Sectoral Convention 5 (Post award achievement required for an additional major award at the same level) ▪ Protocol 4.4.2 (Exemption from studying a module) ▪ QQI (2013) Assessment and Standards Revised ▪ QQI Policy Restatement - Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training- NQAI 2003, Restated 2015